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TRADOC Pam 351-13
C1

Schools
SYSTEMS APPROACH TO TRAINING--ANALYSIS

Summary. This is a change to TRADOC Pam 351-13, 17 September 1990. The series title changed from Training to Schools. Changes have been made on page 1, Contents, to include page numbers which were omitted before. In the applicability statement, integrating centers are changed to read major subordinate commands. Other changes are minor editorial corrections.

Suggested improvements. The proponent of this pamphlet is the Deputy Chief Staff for Training. Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to Commander, TRADOC, ATTN: ATTG-C, Fort Monroe, VA 23651-5000.

1. Change TRADOC Pam 351-13, 17 September 1990, as follows:

Pages 1 and 2. Remove old pages and insert new pages. (A minor editorial change was made on page 2, paragraph 1-1.)

Page 3, paragraph 1-7. In line 14, change "Training Information Systems Management Office" to "Training Support Management Division."

Page 6, figure 2-6. Change "SQUADRONMISSION-MATRIX" to "SQUADRON MISSION MATRIX."

Page 13, paragraph 3-3c(10). In line 4, after the word "headquarters," delete the "." and add "; instead, state the specific unit or echelon element."

Page 15, paragraph 4-4a. In line 9, change "MOS" to "Army job." In line 10, change "find" to "Find."

Page 17, figure 4-2. Change "TASKIDENTIFICATION" to "TASK IDENTIFICATION."

Page 17, paragraph 5-1. Add the following at the end of the paragraph: "The major components of individual task analysis are shown in figure 5-1."

Page 20, figure A-1. In line 23, change "integrating centers" to "major subordinate commands." In the figure title, change "managementplan" to "management plan." Also delete the "." at the end of the title.

Page 24, figure C-1. First line of the definition for Troubleshoot was omitted. Add "To locate the source of trouble in."

Page 26, paragraph E-3a. In lines 3 and 4, change "Enlisted common tasks" to "Common soldier tasks."

Page 30, paragraph F-3a(4). Add the following at the end of the paragraph: "Training emphasis can be used to identify critical tasks by itself."

2. Post these changes per DA Pam 310-13.

3. File this change in front of the publication.

FOR THE COMMANDER:

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Schools

SYSTEMS APPROACH TO TRAINING—ANALYSIS

Summary. This pamphlet provides a guide to the structure and content of the analysis process in support of a Systems Approach to Training (SAT).

Applicability. This pamphlet applies to HQ TRADOC staff elements, major subordinate commands, colleges, service schools, training centers, and all other elements of TRADOC responsible for training.

Suggested improvements. Send comments and suggested improvements on DA Form 2028 (Recommended changes to Publications and Blank Forms) through channels to Commander, TRADOC, ATTN: ATTG-C, Fort Monroe, VA 23651-5000.

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Statement A per telecon Frances Doyle
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Chapter 1

Introduction

1-1. Purpose. This how-to pamphlet provides guidance for conducting the analyses, to include specific procedures and examples for reference. This pamphlet applies to analysis efforts conducted by TRADOC schools and other elements to support the mission, job, and task analysis within SAT. Needs assessment and needs analysis are not covered in this pamphlet. How all analyses fit into the overall training development process is shown at figure 1-1. (The analyses addressed in this pamphlet are highlighted in fig 1-1.)
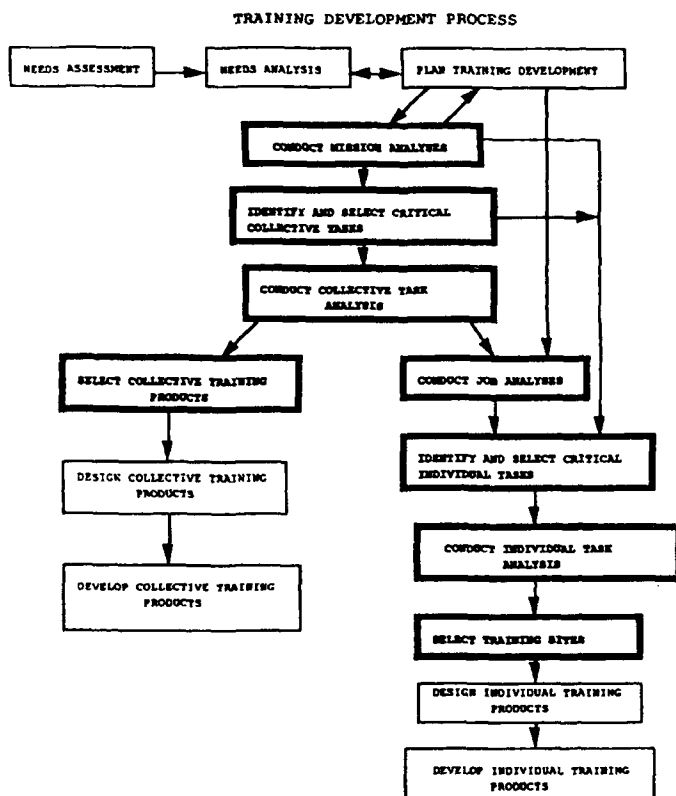
TRAINING DEVELOPMENT PROCESS

Figure 1-1. Training Development Process

1-2. References.

a. Required publications.

(1) TRADOC Reg 350-7 (A Systems Approach to Training).

(2) TRADOC Pam 11-9 (Blueprint of the Battlefield).

(3) TRADOC Pam 25-33 (Army Training Glossary).

b. Related publications.

(1) TRADOC Reg 310-2 (Design, Development, Preparation, and Management of ARTEP Documents (Mission Training plans (MTPs) and Drill Books).

(2) TRADOC Reg 351-11 (Soldier Training Publications (STP) Policy and Procedures).

(3) TRADOC Reg 351-12 (Military Qualification Standards System Products, Policy, and Procedures).

(4) AR 611-3 (Army Occupational Survey Program (AOSP)).

(5) FM 101-5-1 (Operational Terms and Symbols).

1-3. Explanation of abbreviations and terms. The glossary contains abbreviations used in this pamphlet. Terms will be defined in the body of the pamphlet as they are used. See also TRADOC Pamphlet 25-33.

1-4. Background. A comprehensive analysis makes certain that the critical performance requirements of the Army establish the content of training. Whether you are a training developer doing analysis, an instructor, an operation research analyst, a combat developer, or a subject matter expert (SME), you could be involved in the research, data collection, and decision making required by analysis. For the purpose of this pamphlet, unless otherwise indicated, "training developer" is an individual doing analysis. Analysis occurs throughout the life of training. It does not end after trained soldiers are produced. Evaluation and change will both drive the analysis.

a. The quality of training is monitored primarily through external evaluation. The analysis, design, development, and implementation processes are monitored primarily through internal evaluation. Deficiencies noted during an evaluation may indicate a need to relook the analysis.

b. The threat, doctrine, equipment, unit or military occupational specialty (MOS) structure, or training technology may change and thus affect training. Analysis is not only the foundation for a good training program but also an important input source for other major Army management systems. Changes often occur in key Army management systems. These Army systems establish many of the early analysis efforts and suspenses. Key systems are—

(1) Concept Based Requirements System (CBRS).

(2) Life Cycle Systems Management Model (LCSMM).

(3) Planning, Programming, Budgeting, and Execution System (PPBES).

c. TRADOC Reg 350-7 requires all Army trainers to apply an SAT process to make training decisions. SAT uses the same basic principles involved in other military decision making processes. For example, it can be compared to the military staff study or estimate of the situation. The same logical thought processes in planning and conducting military operations applies to the development of training and of training support for new and existing training requirements. Perform analysis in the context of a total systems approach. The data collected during the analysis process forms the foundation for all training development including design, development, implementation, and evaluation of training.

1-5. Management.

a. A complete training development plan covering all aspects of the training developer's involvement is